



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 31521452
SAU: RSU 01
School: Woolwich Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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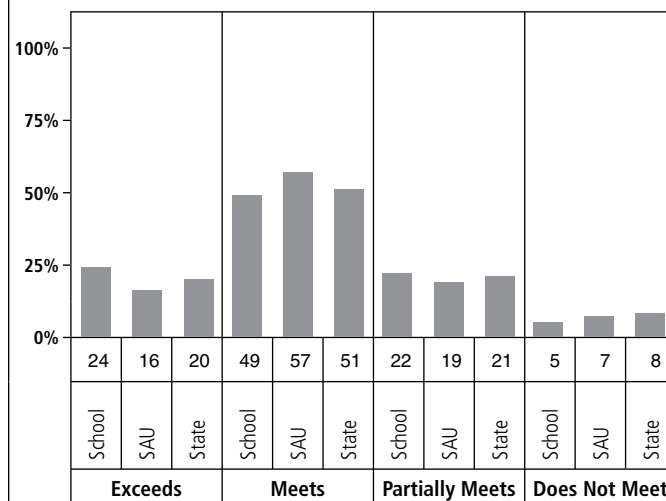
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: RSU 01
School: Woolwich Central School

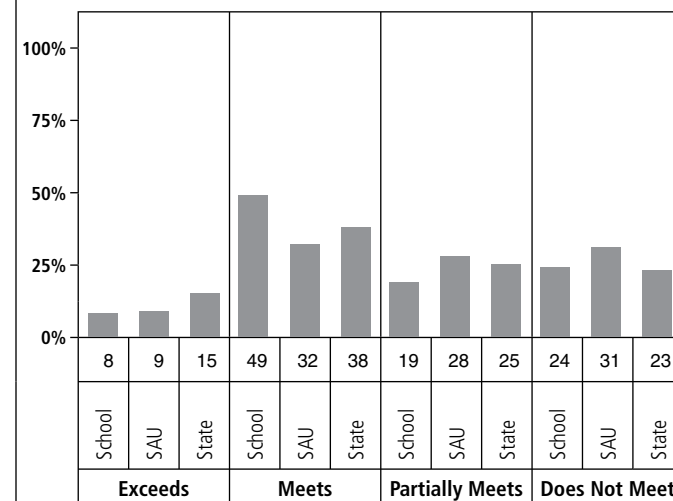
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	849 854 852 851	850	847 849 850 849
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	847 844 843 845	838	842 841 843 842
Science 2008–2009 **	853	846	846

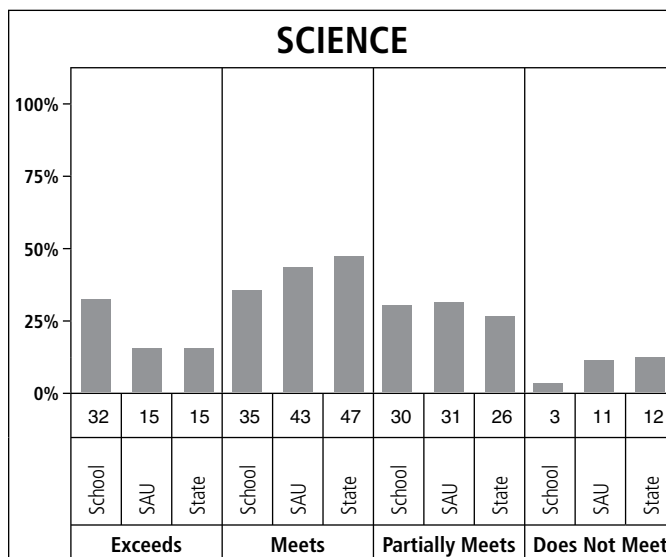
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: RSU 01
School: Woolwich Central School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	38	100	178	100	14804	100	38	100	177	99	14659	99	38	100	176	99	14653	99	38	100	176	99	14626	99
Ethnicity African American/Black	1	3	3	2	377	3	1	100	3	100	366	97	1	100	3	100	371	98	1	100	3	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	3	2	238	2	0	0	3	100	232	97	0	0	3	100	234	98	0	0	3	100	234	98
Hispanic	2	5	6	3	192	1	2	100	6	100	188	98	2	100	6	100	191	100	2	100	6	100	190	99
Caucasian/White	35	92	166	93	13878	94	35	100	165	99	13756	99	35	100	164	99	13742	99	35	100	164	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	18	28	16	2489	17	7	100	28	100	2434	99	7	100	28	100	2424	98	7	100	28	100	2418	98
Current LEP	0	0	1	1	349	2	0	0	1	100	331	95	0	0	1	100	342	98	0	0	1	100	338	97
Economically disadvantaged	9	24	64	36	5460	37	9	100	63	98	5380	99	9	100	63	98	5377	99	9	100	63	98	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	31	82	130	73	12132	82	31	82	129	72	12124	82	31	82	129	72	12169	82
Identified disability (PET/IEP)	0	0	2	2	379	3	0	0	2	2	380	3	0	0	2	2	425	3
LEP	0	0	1	1	166	1	0	0	1	1	169	1	0	0	1	1	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	6	16	46	26	2349	16	6	16	46	26	2347	16	6	16	46	26	2288	15
Identified disability (PET/IEP)	6	100	25	54	1877	80	6	100	25	54	1862	79	6	100	25	54	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	2	4	70	3	0	0	2	4	70	3	0	0	2	4	66	3
Other	0	0	19	41	292	12	0	0	19	41	297	13	0	0	19	41	280	12
Participation through alternate assessment (PAAP)	1	3	1	1	178	1	1	3	1	1	182	1	1	3	1	1	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	0	0	1	1	113	1	0	0	2	1	117	1	0	0	2	1	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: RSU 01
School: Woolwich Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	10	21			2407	16
	2007-2008	11	35			3428	23
	2008-2009	9	24	29	16	2857	20
	Cum. Total*	30	26			8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	22	47			7494	49
	2007-2008	13	42			7179	48
	2008-2009	18	49	101	57	7431	51
	Cum. Total*	53	46			22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	14	30			3628	24
	2007-2008	4	13			2706	18
	2008-2009	8	22	34	19	2979	21
	Cum. Total*	26	23			9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	1	2			1810	12
	2007-2008	3	10			1611	11
	2008-2009	2	5	12	7	1214	8
	Cum. Total*	6	5			4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	36.9	65.9	35.6	63.6	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.6	63.0	12.3	61.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.3	67.5	23.3	64.7	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: RSU 01
School: Woolwich Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	9	24	18	49	8	22	2	5	852	176	16	57	19	7	850	14481	20	51	21	8	850
Ethnicity																						
African American/Black	1										3						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										3						231	28	43	19	10	851
Hispanic	2										6	33	50	17	0	856	186	17	48	23	12	847
Caucasian/White	34	8	24	17	50	7	21	2	6	852	164	16	56	20	7	850	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	4	67	1	17	836	27	0	22	44	33	834	2256	2	25	40	34	834
No	31	9	29	17	55	4	13	1	3	855	149	19	64	15	2	853	12225	23	56	17	4	853
Current LEP																						
Yes	0										1						324	5	34	36	26	838
No	37	9	24	18	49	8	22	2	5	852	175	17	57	19	7	850	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	8	2	25	3	38	2	25	1	13	851	62	8	61	19	11	846	5277	10	46	29	15	844
No	29	7	24	15	52	6	21	1	3	852	114	21	55	19	4	852	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	37	9	24	18	49	8	22	2	5	852	176	16	57	19	7	850	14476	20	51	21	8	850
Gender																						
Female	14	4	29	8	57	1	7	1	7	854	91	20	63	11	7	852	7074	25	51	18	6	852
Male	23	5	22	10	43	7	30	1	4	851	85	13	52	28	7	847	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	37	9	24	18	49	8	22	2	5	852	176	16	57	19	7	850	13624	20	52	20	8	850
Gifted/talented program																						
Yes	1										15	60	40	0	0	865	700	69	30	1	0	867
No	36	8	22	18	50	8	22	2	6	851	161	12	59	21	7	848	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: RSU 01

School: Woolwich Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	100	0	0	0	0	0	0	880	5	13	13	38	38	837	8	8	39	29	24	841
B. less than one hour	41	3	20	8	53	4	27	0	0	852	48	19	58	19	4	851	51	17	53	22	8	849
C. one to two hours	51	5	26	8	42	4	21	2	11	851	42	14	61	18	8	850	36	24	52	18	5	852
D. more than two hours	5	0	0	2	100	0	0	0	0	846	5	22	67	11	0	854	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	6	50	6	50	0	0	0	0	863	28	31	61	8	0	858	31	35	50	11	4	856
B. good	49	2	11	9	50	6	33	1	6	848	47	14	63	18	5	850	47	16	55	21	7	849
C. fair	14	0	0	2	40	2	40	1	20	839	19	3	47	35	15	842	18	5	47	33	15	842
D. poor	5	1	50	1	50	0	0	0	0	857	5	11	33	22	33	840	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	49	9	50	4	22	5	28	0	0	858	33	25	54	21	0	854	32	27	54	14	5	853
B. They match some of what I have learned.	41	0	0	12	80	1	7	2	13	847	52	13	63	18	7	849	52	18	53	22	8	850
C. They match just a little of what I have learned.	5	0	0	1	50	1	50	0	0	845	13	14	50	18	18	845	12	11	45	29	15	844
D. There is no match.	5	0	0	1	50	1	50	0	0	840	3	0	40	20	40	837	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	22	0	0	4	50	2	25	2	25	840	16	7	54	29	11	845	15	13	42	28	17	844
B. about the same as my regular schoolwork	56	5	25	10	50	5	25	0	0	852	60	21	53	19	6	851	64	19	53	20	7	850
C. easier than my regular schoolwork	22	3	38	4	50	1	13	0	0	862	24	10	74	10	7	851	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	1	25	2	50	1	25	837	11	0	37	26	37	837	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	44	1	7	9	60	4	27	1	7	846	45	12	60	23	5	848	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	44	7	47	6	40	2	13	0	0	861	44	25	60	13	1	855	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	35	3	23	7	54	2	15	1	8	852	35	15	62	18	5	850	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	51	6	32	9	47	3	16	1	5	855	55	21	56	15	8	851	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	14	0	0	2	40	3	60	0	0	842	10	0	47	47	6	843	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	22	5	63	3	38	0	0	0	0	865	23	23	65	13	0	855	19	26	53	15	6	853
B. 20 minutes to an hour	46	4	24	8	47	3	18	2	12	853	39	17	59	13	10	851	40	25	52	17	6	852
C. less than 20 minutes	22	0	0	5	63	3	38	0	0	844	17	20	53	23	3	850	15	18	51	21	10	849
D. I rarely read at home.	11	0	0	2	50	2	50	0	0	841	21	6	50	33	11	842	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	47	5	29	10	59	1	6	1	6	856	34	25	61	10	3	855	42	27	51	15	6	853
B. agree	44	3	19	7	44	5	31	1	6	850	52	12	59	21	8	848	50	15	53	23	9	848
C. disagree	6	0	0	0	0	2	100	0	0	833	10	11	50	28	11	846	7	8	46	32	14	843
D. strongly disagree	3	0	0	1	100	0	0	0	0	846	3	0	33	50	17	840	2	6	39	35	21	840
Optional school/SAU question																						
A.	0										20	0	100	0	0	842						
B.	0										60	0	33	67	0	843						
C.	100	1	100	0	0	0	0	0	0	868	20	100	0	0	0	868						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: RSU 01
School: Woolwich Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	8	17			1952	13
	2007-2008	6	19			1657	11
	2008-2009	3	8	16	9	2116	15
	Cum. Total*	17	15			5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	21	45			5870	38
	2007-2008	11	35			5956	40
	2008-2009	18	49	56	32	5443	38
	Cum. Total*	50	43			17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	13	28			3982	26
	2007-2008	7	23			3729	25
	2008-2009	7	19	49	28	3556	25
	Cum. Total*	27	23			11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	5	11			3534	23
	2007-2008	7	23			3579	24
	2008-2009	9	24	54	31	3356	23
	Cum. Total*	21	18			10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	28.5	50.9	25.9	46.3	28.6	51.1
A. Number	8	14	3.9	48.8	2.9	36.3	3.7	46.3
B. Data	16	29	8.7	54.4	8.1	50.6	8.9	55.6
C. Geometry	12	21	5.6	46.7	4.7	39.2	5.0	41.7
D. Algebra	20	36	10.3	51.5	10.3	51.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: RSU 01
 School: Woolwich Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	3	8	18	49	7	19	9	24	843	175	9	32	28	31	838	14471	15	38	25	23	843
Ethnicity																						
African American/Black	1										3						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										3						233	27	33	20	21	847
Hispanic	2										6	17	50	17	17	842	190	8	31	26	34	836
Caucasian/White	34	2	6	17	50	7	21	8	24	843	163	9	31	28	31	838	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	0	0	6	100	817	27	0	4	15	81	819	2242	2	12	22	63	824
No	31	3	10	18	58	7	23	3	10	848	148	11	37	30	22	842	12229	17	42	25	16	846
Current LEP																						
Yes	0										1						336	6	18	26	51	829
No	37	3	8	18	49	7	19	9	24	843	174	9	32	28	31	838	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	8	0	0	5	63	2	25	1	13	844	62	5	27	27	40	833	5270	6	30	28	36	835
No	29	3	10	13	45	5	17	8	28	842	113	12	35	28	26	841	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	37	3	8	18	49	7	19	9	24	843	175	9	32	28	31	838	14466	15	38	25	23	843
Gender																						
Female	14	1	7	9	64	2	14	2	14	844	90	8	38	31	23	840	7070	15	39	25	22	843
Male	23	2	9	9	39	5	22	7	30	842	85	11	26	25	39	836	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	37	3	8	18	49	7	19	9	24	843	175	9	32	28	31	838	13614	15	38	24	22	843
Gifted/talented program																						
Yes	1										15	53	27	13	7	857	700	68	27	3	1	866
No	36	2	6	18	50	7	19	9	25	842	160	5	33	29	33	836	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: RSU 01

School: Woolwich Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	100	0	0	0	0	0	0	862	5	13	0	13	75	820	8	8	24	24	44	833
B. less than one hour	41	2	13	5	33	4	27	4	27	843	48	11	30	33	26	839	51	12	38	26	23	842
C. one to two hours	51	0	0	12	63	3	16	4	21	842	42	7	38	24	31	839	36	19	40	23	19	845
D. more than two hours	5	0	0	1	50	0	0	1	50	836	5	11	33	22	33	839	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	14	1	20	2	40	1	20	1	20	849	26	18	39	30	14	848	28	33	41	15	11	852
B. good	51	1	5	11	58	5	26	2	11	847	45	6	38	29	27	838	45	11	43	25	21	842
C. fair	24	0	0	3	33	1	11	5	56	830	20	3	20	23	54	830	21	3	27	35	35	834
D. poor	11	1	25	2	50	0	0	1	25	843	9	13	13	25	50	829	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	24	3	33	2	22	3	33	1	11	851	19	18	26	35	21	843	28	23	41	21	15	848
B. They match some of what I have learned.	41	0	0	10	67	2	13	3	20	845	54	9	37	23	31	840	52	13	40	25	21	843
C. They match just a little of what I have learned.	24	0	0	4	44	1	11	4	44	833	20	3	29	31	37	833	16	8	28	30	34	836
D. There is no match.	11	0	0	2	50	1	25	1	25	837	6	0	18	36	45	828	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	1	14	1	14	5	71	823	35	3	15	39	42	832	32	6	34	29	32	837
B. about the same as my regular schoolwork	56	2	10	11	55	3	15	4	20	845	51	13	42	16	30	840	52	13	41	25	20	843
C. easier than my regular schoolwork	25	1	11	6	67	2	22	0	0	852	14	13	42	38	8	846	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	47	2	12	9	53	4	24	2	12	847	47	10	36	21	33	838	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	44	1	6	8	50	2	13	5	31	840	43	11	30	32	27	839	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	1	33	1	33	1	33	837	10	0	24	41	35	834	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	27	0	0	5	50	2	20	3	30	840	31	7	28	33	31	837	34	18	40	22	20	845
B. two or three days a week	43	3	19	6	38	2	13	5	31	843	50	9	34	25	31	838	35	14	38	26	21	843
C. two or three times each month	24	0	0	6	67	2	22	1	11	845	15	12	35	23	31	839	18	12	37	27	24	841
D. never or almost never	5	0	0	1	50	1	50	0	0	844	5	13	25	38	25	837	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	0										4	14	0	29	57	830	9	13	38	23	26	841
B. two or three days a week	24	2	22	3	33	2	22	2	22	847	25	5	23	43	30	835	17	11	37	26	26	841
C. two or three times each month	59	1	5	11	50	4	18	6	27	841	51	12	39	21	27	841	28	15	40	25	20	844
D. never or almost never	16	0	0	4	67	1	17	1	17	841	20	6	31	26	37	836	46	16	36	24	23	843
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	41	2	13	6	40	4	27	3	20	845	50	13	38	30	20	843	52	19	41	22	18	846
B. agree	43	1	6	10	63	2	13	3	19	845	38	8	32	23	38	835	39	11	35	27	27	840
C. disagree	5	0	0	1	50	0	0	1	50	830	6	0	9	27	64	825	6	7	28	26	39	835
D. strongly disagree	11	0	0	1	25	1	25	2	50	832	6	0	10	50	40	829	3	4	25	28	43	832
Optional school/SAU question																						
A.	0										20	0	0	0	100	814						
B.	0										60	0	0	33	67	820						
C.	100	0	0	1	100	0	0	0	0	850	20	0	100	0	0	850						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: RSU 01
School: Woolwich Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	12	32	27	15	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	13	35	75	43	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	11	30	54	31	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	1	3	19	11	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	36.0	64.3	31.8	56.8	32.0	57.1
D. The Physical Setting	31	55	18.9	61.0	16.8	54.2	17.1	55.2
D1/D2 Earth/Space	17	30	10.2	60.0	9.1	53.5	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	8.7	62.1	7.7	55.0	7.7	55.0
E. The Living Environment	25	45	17.2	68.8	15.0	60.0	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: RSU 01
School: Woolwich Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	12	32	13	35	11	30	1	3	853	175	15	43	31	11	846	14263	15	47	26	12	846
Ethnicity																						
African American/Black	1										3						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										3						230	20	44	23	13	848
Hispanic	2										6	33	33	17	17	851	184	9	45	29	16	842
Caucasian/White	34	11	32	12	35	11	32	0	0	853	163	15	42	32	10	845	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	5	83	1	17	831	27	0	15	48	37	830	2221	3	22	36	38	832
No	31	12	39	13	42	6	19	0	0	857	148	18	48	28	6	848	12042	17	51	24	7	848
Current LEP																						
Yes	0										1						331	4	20	39	37	832
No	37	12	32	13	35	11	30	1	3	853	174	16	43	30	11	846	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	8	2	25	3	38	3	38	0	0	850	62	11	35	39	15	841	5184	6	40	33	21	840
No	29	10	34	10	34	8	28	1	3	853	113	18	47	27	9	848	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	37	12	32	13	35	11	30	1	3	853	175	15	43	31	11	846	14258	15	47	26	12	846
Gender																						
Female	14	4	29	7	50	3	21	0	0	854	90	10	47	34	9	845	6953	14	47	28	11	846
Male	23	8	35	6	26	8	35	1	4	852	85	21	39	27	13	846	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	37	12	32	13	35	11	30	1	3	853	175	15	43	31	11	846	13435	16	48	25	12	846
Gifted/talented program																						
Yes	1										15	40	53	7	0	860	699	65	34	2	0	865
No	36	11	31	13	36	11	31	1	3	852	160	13	42	33	12	844	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: RSU 01

School: Woolwich Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	100	0	0	0	0	0	0	876	5	13	13	38	38	833	8	8	34	28	30	837
B. less than one hour	41	5	33	6	40	4	27	0	0	854	48	18	40	32	10	847	51	14	48	27	11	846
C. one to two hours	51	6	32	6	32	6	32	1	5	850	42	14	49	28	9	846	36	19	48	24	9	848
D. more than two hours	5	0	0	1	50	1	50	0	0	850	5	11	44	33	11	846	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	24	4	44	3	33	2	22	0	0	857	22	18	41	28	13	846	23	27	47	17	8	851
B. good	46	6	35	6	35	5	29	0	0	854	55	19	46	29	6	848	53	15	50	26	10	847
C. fair	19	1	14	2	29	3	43	1	14	843	17	3	37	37	23	838	20	4	43	35	18	840
D. poor	11	1	25	2	50	1	25	0	0	855	5	11	33	44	11	845	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	49	10	56	6	33	2	11	0	0	860	35	27	44	21	8	850	26	20	49	23	9	849
B. They match some of what I have learned.	41	2	13	6	40	6	40	1	7	847	52	10	42	35	13	843	51	14	48	26	11	846
C. They match just a little of what I have learned.	5	0	0	0	0	2	100	0	0	830	9	7	60	27	7	843	18	13	44	28	15	844
D. There is no match.	5	0	0	1	50	1	50	0	0	848	4	0	14	71	14	839	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	20	1	14	0	0	5	71	1	14	837	28	6	40	46	8	842	32	13	45	28	14	844
B. about the same as my regular schoolwork	63	9	41	9	41	4	18	0	0	856	59	21	42	25	12	847	56	15	49	25	11	847
C. easier than my regular schoolwork	17	2	33	3	50	1	17	0	0	858	13	14	59	23	5	848	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	36	6	46	3	23	4	31	0	0	854	39	16	43	25	15	845	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	58	6	29	9	43	5	24	1	5	853	55	17	44	33	6	847	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	1	50	1	50	0	0	844	5	0	56	33	11	843	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	19	3	43	1	14	3	43	0	0	850	21	14	34	34	17	842	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	33	5	42	5	42	2	17	0	0	856	28	17	47	28	9	847	23	17	49	22	12	847
C. the course(s) described in B, plus physics	22	3	38	3	38	1	13	1	13	854	24	28	45	15	13	850	21	31	44	17	7	852
D. a life science and physical science class	25	0	0	4	44	5	56	0	0	846	28	2	42	48	8	842	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	16	3	50	1	17	2	33	0	0	856	23	24	49	24	2	851	27	23	47	20	10	849
B. agree	38	4	29	5	36	4	29	1	7	851	35	15	39	28	18	844	37	14	47	27	12	846
C. disagree	32	4	33	5	42	3	25	0	0	854	27	15	42	31	13	846	25	11	48	29	12	845
D. strongly disagree	14	1	20	2	40	2	40	0	0	850	14	4	44	48	4	843	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	35	5	38	4	31	4	31	0	0	855	34	22	45	27	7	849	31	22	46	22	10	849
B. agree	46	4	24	8	47	4	24	1	6	850	49	13	43	33	12	845	50	14	49	26	11	846
C. disagree	14	3	60	0	0	2	40	0	0	856	11	15	35	35	15	843	14	9	45	31	15	843
D. strongly disagree	5	0	0	1	50	1	50	0	0	849	5	0	44	33	22	840	5	3	38	34	25	837
Optional school/SAU question																						
A.	0										20	0	0	0	100	820						
B.	0										60	0	33	33	33	837						
C.	100	0	0	1	100	0	0	0	0	858	20	0	100	0	0	858						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number